

The Teachers College

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JANUARY COVER

The school library—an essential part of the school program. The picture shows a few of the materials that are available in the modern school library.

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Need for Instructional Materials In Quality Education

Nelle McCalla

Associate Professor of Library
Science
Indiana State Teachers College

MANY RECOMMENDATIONS have been made in recent months for the improvement of schools. None of these can be fully realized without adequate library resources in the schools. With emphasis upon reading, growth in social understanding, science in the curriculum, mastery of subject matter, independent learning, and other practices which are to contribute to the development of the individual pupil, there seems to be an increased awareness on the part of educators of the need for the resources and services of a good school library at both the elementary and secondary school levels. They also recognize that the school library contributes not only to curricular needs but to the over-all education of children and young people who must have access to materials in all areas of knowledge if they are to be creative, informed and knowledgeable so that they may meet the demands of the present and the future.

If the school library is to give the services that are vital to the effectiveness of all aspects of the school program, and if it is to be of the quality its significance demands, it poses new problems (or perhaps a new challenge) for the school librarians and for school administrators, to list a few:

Space in the library

A program that puts value on independent study or study in small groups, and depth requires that learners have access to the full range of materials. Therefore, the library should consist of a suite of rooms, providing not only for a reading room, but listening and viewing area, conference room area, classroom area, stack area, work and office area but perhaps also a room for professional materials, an informal reading area, etc.

The scope of the modern school library needs to be enlarged to include all types of learning material so that teachers can see them as unified and collateral. Since the school library is a materials center or an instructional materials center, according to our philosophy of a modern school library, it includes in its collection not only books but films, recordings and other materials of communication as it meets the needs of the school it serves.

Increased individual guidance.

With emphasis on independent study there will be more need for guiding individuals in the use of materials. As a result, we will need more staff so that the professional librarian or librarians may devote time to the students and clerical staff may perform tasks of a clerical nature.

Expanded service to teachers.

With the multiplicity, variety, and range of materials expanded, much more help will be needed by teachers, necessitating again additional staff and also provision for housing a special collection of teachers in the library.¹

Adequate collections.

In the past some schools have been content with very limited collections of materials because of lack of funds, lack of library facilities, or lack of personnel trained in intelligent selection, but with a program of learning for all, involving more freedom to learn, there is the need of many more resources for learning. There will be a demand not only for more materials, but for greater variety in kind and wider range in difficulty. No well-selected materials collection is ever too large for children and young people. This includes books, magazines, newspapers, pamphlets, films and filmstrips, disc and tape recordings, pictures and slides, realia, and other materials.

With these problems facing those responsible for school libraries, there is definite need for a school library program such as we find described in *Standards for School Library Programs* (ALA, 1960).

The American Association of School Librarians, realizing its responsibility, began several years ago a revision of the national standards which were known as *School Libraries for Today and Tomorrow* (ALA, 1945). The new standards, *Standards for School Library Programs* (ALA, 1960) are a result of research

¹Frazier, Alexander. "Open Learning and the School Librarian." *American Library Association Bulletin*. 54:115-118, Feb. 1960.

studies, surveys, and suggestions received from not only librarians but also an advisory committee or representatives of twenty other organizations interested in quality education.² The project was directed by Frances Henne, School of Library Service, Columbia University and Ruth Ersted, Supervisor of School Libraries, Minn. State Dept. of Education.

These new standards have been prepared to serve as a measuring stick to help the nation's school libraries gauge their qualifications as an effective force for quality education. They are higher than regional and state standards at the present time, and will for most schools, be goals to be attained over a period of several years.

²Elnora Alexander. "New Goals for the School Library." *American Library Association Bulletin*, 54:113-114, Feb. 1960.

³Ahlers, Eleanor. *New Standards for School Libraries*. (News release, Mar. 1, 1960). A.L.A., Chicago, Ill.

"Their thesis is that the library is the instructional materials center of the school and, as such, should not merely function as a book repository but have an aggressive program embracing all the services and activities of the school. The standards give definite requirements with regard to staff, quarters and equipment, materials collections, and finances that can produce the ideal 'climate' for quality education of gifted as well as average students, and those with special interests."³

This issue of *Teachers College Journal* contains articles on elementary and secondary school libraries written from the viewpoint of elementary librarians, a secondary school librarian, and a Superintendent. Through these articles one can see how a good program of library service can definitely make a contribution toward achieving the goals of quality education. These examples of plans and techniques may also serve as suggestions as to how the new standards may be used and applied.

The Elementary School Library— An Essential

Marjorie Dobson

Coordinator of Elementary Libraries, Metropolitan School District, Washington Twp, Marion County, Indiana

IN NEARLY every current publication today we read of "quality education." We learn of the standards which can aid in achieving quality. We analyze the ingredients which will produce quality, and there are many. Perhaps one of the foremost is the provision of adequate and inspirational teaching and learning materials in the school library.

In re-evaluating their programs of instruction, educational leaders are coming more and more to realize that an adequate and functional library is one of the basic essentials for quality education. This is true not only at higher levels, but also in the elementary school. We should find collected in the elementary school library all of the materials of learning designed to meet all of the individuals in that particular school. The administrator, teacher, the kindergarten beginner, the gifted 6th grader and the slow learner should all be served and satisfied.

In the elementary library it is possible to provide stimulating materials to keep pace with these varying needs. The range of materials is great, since in the library all interests and abilities are considered.

The great culture of our past is the heritage of all of our children, and nowhere as in a library can they sample of this culture governed only by their own interests, and their own abilities.

All phases of the educational program can be enriched by means of library materials and services. It is often pointed out that we want our children to go beyond the learning of a single textbook. Modern life and competition demand that children develop the ability to question, and to reason. In a resource filled library these activities are constantly stimulated and children are constantly encouraged to seek from many varied sources the information which they need.

In the elementary school the centralized library should function as an integral part of the total school program. Curriculum is not static, but rather a flexible working plan changing as the needs of children change and develop. As the goals of curriculum change, new materials are required and a wide range and variety of resources must be supplied. What better place exists to supply these materials than the good school library? Here is reflected the philosophy of the entire school

program. The elementary librarian, working closely with the classroom teacher, seeks to introduce new ideas and new materials to challenge each individual child. The key to the success of the library is the flexibility of organization and the ready availability of all types of materials.

We think of the elementary school library as a laboratory of learning. It should be, as Phyllis Fenner points out, "the center, yes, the heartstone of every elementary school." Here children acquire habits of study and research and library attitudes which will go with them all of their lives. If the elementary library provides stimulating materials in attractive and functional surroundings the children will learn good library habits and attitudes which will carry over into their later school experiences. They must learn to turn quickly to the library when their interest and imagination are sparked. There should be sufficient up-to-date information on their level to satisfy their quest.

The elementary library exists not only to supply materials to stimulate research, but perhaps its most significant function is that of reading guidance. This is achieved in many ways—individually, and with varying groups. The sharing of good literature through

storytelling, reading aloud, group discussion, etc., is one of the most vital and most rewarding tasks of the elementary librarian. When a selection of books is made available in a school library every child in that school can reach out and achieve to the fullest his reading potential.

An elementary library should not be merely a collection of books on shelves. It does not exist or have any real value until children and teachers alike make constant use of it. To achieve this, a good librarian is essential, for under her guidance materials will be used to their fullest extent. Under her stimulating interest children are guided to read the best of the books available for them today. The school librarian needs to be fully trained in library techniques and in educational methods as well. She must maintain wise policies in selection, for a good school library should supply only the best literary quality, books written with integrity of purpose, with scientific and historical accuracy, and above all, books written with imagination to in turn stimulate imagination.

An elementary school library can contribute much to the success of any elementary school. It is indeed an essential in the modern educational program.

The Elementary School Library In Action

Lois Cobler

Librarian, J. E. Ober Elementary School, Garrett, Indiana

THIS IS THE story of a boy, a turtle, and a library. The place is Garrett, Indiana where the writer is the librarian. It is the fall of the year, and every teacher knows that's the season when the classrooms of an elementary school begins to look like all outdoors as boys and girls bring to school all of nature that is portable and catchable.

The boy of the story had in his hand the turtle of this story. He said it was a turtle because his father told him so. But he wanted to know more. When his teacher told him to go to the library to find out more, he did. However, the library that he went to was not tucked away in the corner of the room. It was the library of this story, the J. E. Ober Elementary School, and with a full-time librarian on duty, he found what he wanted.

The boy will come again, perhaps, with a cocoon,

a mourning moth, or a praying mantis. And he'll come again and again. It will become a habit, setting the stage for a life-time learning pattern.

The hope that it will become a habit was one of the many reasons why the Garrett Board of Education chose to construct and equip a central library for the new elementary school instead of continuing the self-contained classroom collections of books that is common in many schools today.

The old Will Franks Elementary school had a room containing 192 square feet of space set aside as a library, so-called, which was really the corridor to the fire escape door. It had about 1500 out-of-date textbooks, for the most part, and some fiction books. The librarian was put in charge of the collection ten years ago, and at the same time had a full teaching load in the fourth, fifth, and sixth grade departmental school.



Elementary pupils make use of Library materials

At that time we were spending about \$150.00 on recreational reading which included the Junior Literary Guild selections of the month. The children from grades four, five, and six had access to the books during the lunch period at noon, and before school began in the morning.

When the new J. E. Ober Elementary School was in the blue print stage, the administrator asked the writer if she would like to serve as full-time librarian in the new central library. The challenge was accepted and state requirements for school librarians were met before we moved to the new building in the fall of 1956.

Now after four years, the library has grown to the place where we have over 7,000 books, 518 filmstrips, 83 recordings, magazines, six record players, three filmstrip projectors, an opaque projector, a 16mm movie projector, five daylight screens, maps of every description, a vertical file of pamphlets, and other teaching materials. More important, the library is the nerve-center of the school.

The materials are housed in a beautiful three-room suite. The walls are turquoise and the floor is tiled in gray. The J. E. Ober library meets the qualifications for a first class elementary school library. In floor space there is a total area of about 1200 square feet. The pupil seating capacity is 36 pupils around six tables, four of which are rectangle, and two are round. All of the shelving and furniture is a beautiful blond wood. There is a standard library charging desk and a card catalog with all of the books, recordings, and filmstrips classified according to the Dewey classification system. There is a window shelf area designed especially to care for the reference books. The library is one of the show places of the school. One administrator was visiting the school soon after it was built. After he was shown around in the library he said, "I certainly envy Garrett in having this wonderful library".

The workroom is next to the main reading room, and there is plenty of table-top space to carry on our

work there. The storage space is adequate for keeping new books as they come in, the filmstrip collection and recordings are placed here, and best of all we have a sink with hot and cold running water.

The third room in the suite takes care of the many supplementary textbooks which are checked out to teachers as they need them. Also, the visual equipment and record players are placed in here. On the top shelf the teachers have access to a professional library for their use.

A week before school opens in the fall, the library is prepared for the first day of school. By getting out all of the materials so that when the teacher arrives, she will find many tools with which she can start school. By studying the curriculum of all six grades, we know what each teacher needs in the way of maps, charts, globes, supplementary textbooks, and many other things. If the teacher happens to be one that was in the system during the previous year, the recreational reading that she did during opening exercises in her class is again available. If she was fond of Major's *Bears of Blue River* or Wilder's *The Little House in the Big Woods*, they are placed on her desk to help her fill in the time while waiting for the busses to arrive. The bibliographies cover the teaching units for grade 4, 5 and 6 in the language arts, science, and social studies areas, and these along with filmstrip and recording lists are properly annotated and designated as to their proper grade level.

When the new teacher arrives, much time is spent orienting her to the use of the library and its resources, including methods of operating the audio-visual equipment. Because our young teachers have not had enough time to build up collections of pictures, pamphlets, and teaching helps in general, we make it a point to give them addresses of places to secure free materials, and place materials into their mail boxes from time to time with the note: "Perhaps you can use this." We try to let them know how important they are and help them as much as we can through the library to encourage them in the teaching profession. One teacher said to me this fall, "The reason why I chose to teach in Garrett was because of your wonderful library." At another time one of the new teacher's said, "Miss Cobler, your library is a school teacher's dream come true." Another teacher who has taught for many years without a library said, "I don't see how I ever got along without the library before we had this".

One day the kindergarten teachers came in to select books for a unit on the farm animals. After browsing through my picture book section for some time, one said, "You've got so many books on our unit that we hardly know which one to choose". Whether they are

needing stories of pioneer life on the kindergarten level or one on community helpers, they never go out without several books. When the kindergarten had the experience of making vegetable soup this fall, the project was motivated by a book on foods, a filmstrip and book on table manners. Of all the books they had for activity and singing games, the one that they said was the best of all was what was recently published by the Children's Press, *Let's Play and Sing*. The author herself had been a kindergarten teacher and had tried all of the games with her youngsters before having it put in print. It is a joy to be able to have the materials available for them.

When the fourth grade studies Indiana, they are given special talks on Indiana authors and the books they've written, supplemented by books and photographs of the authors. After they hear about Miriam Mason, Augusta Stevenson, Mabel Hunt, Van Riper, and many others, the demand for books written by those people becomes much greater. Thus, the library is tied in with their history lesson in a new way.

Library instruction goes on every day in the library in one way or another, but when it is taken up formally in the English class in both grades five and six, we bring the pupils to the library where a special emphasis is laid on the card catalog, book locations, and reference books. By the use of large cards that are exact duplicates of cards in the catalog, the pupils play games that soon make them proficient in finding just what they want. It is hoped then that when the children leave the J. E. Ober building that they will be able to find their way around in the high school library.

There is a constant flow of materials between the library and classroom. A teacher may be introducing a unit on the Middle West in the fifth grade. She will conduct her bibliography, prepared by the librarian, which shows the resources in our library for geography, and ask what is available at that time. If no other class is studying the Middle Western states at the time. She is given enough books so that each child will have one on a related subject: pictures for her bulletin board on coal, steel, glass, transportation; two sets of reference books; a kit containing specimens of coal from plants to plastics, and many pamphlets. The request has been filled and she goes on her way to build up the proper motivation and interest in the project. The needs of the curriculum are of primary concern to the librarian and whenever new book adoptions are made, bibliographies are revised and books are studied so that the teachers will have what they need.

Each class in the school, between grades one and six, is scheduled for one period a week in the library.

Nothing is allowed to interfere with it and the children look forward to the day in the week when they have "library", as they say. In making up my schedule, I try to have all of the four classes in each grade coming to the library one right after the other, thereby simplifying the details connected with books selection, story hours, or lessons in using the collections.

In grade one there are frequent story telling periods; sometimes we read from the classics, or from a beautiful picture book, or play a story book record. The children learn during that first year to handle books carefully, to turn pages properly, to communicate with each other so that right citizenship can be maintained, and most of all to create a taste for books.

In grade two, we build on the child's experiences from his previous year in the library, but add more information concerning the books; such as, the title page, book dedications, and the spine of the book. Many picture books are placed on the tables and the period becomes a browsing and reading session.

By the time a youngster has reached the third grade, his reading ability, reading tastes, and interests have been quite well developed. His time in the library is spent reading magazines, selecting recreational reading to take home, or just browsing through picture and easy books. The librarian at this stage has taken on the role of a guidance person, remedial reading teacher, and resource person, because if Johnny can't read a book that he is expected to read in the third grade, then it is my responsibility to find one that he can. No child ever leaves without a book, and it is quite a challenge to "find the right book, for the right child, at the right time". In this post-sputnik era, the children have become space conscious, and their knowledge of science is overwhelming at times. It becomes important then as teachers and librarians to give them what they want in order that their interests will be satisfied.

Grades four, five, and six are reading more widely at this age, and so we use "impulse buying methods" with them by having many book displays; bulletin boards with attractive captions and book jackets; discussion periods about the book that they like most or one they can recommend to their classmates; and suggested reading materials by the way of posters or bookmarks. The person who wants to read mystery books and none other, can find very easily what he wants because all of the mystery books are placed on the window ledge, to make them accessible. The people who want to read horse and dog stories to the exclusion of all other types of reading have to be carefully guided into reading books of depth and one that will "stretch" their reading abilities. The avid reader who wants to read the little "blue book" as he calls the *Childhood of Famous Americans* series by Bobbs-

Merrill will very soon change over to the *Landmark* books and other with a little suggesting and nudging from me. It becomes something like a game then, to see how the boys and girls change from day to day and month to month.

We have tried to give a picture of what goes on in an elementary library, but it is impossible to relate all

of the events that take place with 900 children in twenty-four classes. Good reading is a magic key to knowledge and joy, and that every boy and girl should have the pleasure of having books made available to satisfy his needs. It is our hope that this account of the J. E. Ober Library will help others to build schools with a Central Library.

Portrait Of A Secondary School Library

Ralph Williams

Librarian, Waveland High School, Waveland, Indiana

Emily Dickinson once wrote about a book:
*There is no frigate like a book
To take us lands away...*

WE LIKE to think of our school library in the same terms. It is a passport of entry to a new and exciting world, be it enlightenment, excitement, intellectual stimulation, or personal pleasure. It is a world of fact and fancy for the individual student. It is a materials center that ties together seemingly divergent patterns in specialized subject-matter areas. It is that center which really puts the core into a core curriculum approach. It is the one area of the school where the students can relax and read for pure pleasure, if they do so desire. It is more than a mere collection of books; there are maps, pamphlets, filmstrips, tape recorder, record player, pictures, realia. These aims present a large order to fill, doubly so in a school the size of ours here in Waveland, Indiana.

Our central library serves approximately 130 students in grades 7 through 12. The library is situated in one half of a classroom and the writer, as a teacher-librarian, teach five classes of Latin, English, and speech during each eight hour period schoolday. This leaves three periods, theoretically, for library work. It would be most presumptuous to state that our library is doing a better job of serving students and faculty than the great secondary school libraries of our state; but it is typical, in scope and type of services rendered, of a large number of Indiana high school libraries. It is in view of this belief that I have agreed to write this article. I hope that it may be informative to those who are unfamiliar with the teacher-librarian work in Indiana and that it may inspire other weary teacher-librarians to renewed efforts and dedication.

Let me make this clear at the outset. I am neither satisfied with my library facilities nor its services. I do not think a librarian should ever be satisfied with the job he is doing. Although this may be pounding the obvious to death with a stick, we are living in a civilization whose essence is change; and we, changing with the times, must always be alert to the demands of quality education in that civilization. Professional educators and librarians know this. Just this year we have received newly recommended secondary school standards from the American Library Association. We here in Indiana are eager to respond to the challenge they present. It may be many years before my library can meet the minima; but they will continue to serve as goals for which to strive.

In the one half of a classroom which serves as home for the Waveland High School Library, we have slightly over 2000 volumes plus five-year files of thirty-five periodicals. Storage space is, as it is with most librarians, a constant headache. Our annual budget must be stretched in many directions. This means that a long range purchase program for the various subject matter fields is mandatory, if we are to avoid imbalance in the collection. Summer courses in book evaluation and selection at Indiana State have proved a godsend and have saved many long hours of school-year work. I have been blessed with an understanding administration and with teachers who know what an active library program can do for a school. Teachers and students alike, through their suggestions and recommendations, have helped in book selection. Without them the job would be overwhelming.

The American Library Association's *New Standards* which were referred to earlier stress five major factors

for a good school library program: (1) Accessibility, (2) Instruction, (3) Guidance, (4) Service to Students and Teachers, and (5) Publicity and Public Relations. I should like to discuss my library in terms of these five factors.

When the school library must also serve as a classroom, student accessibility can be easily impaired. However, with advance notice by teachers, many of the conflicts can be ironed out. Scheduled classes or not, our library remains open all day, including twenty minutes before school in the mornings and thirty minutes after school in the afternoons. I must confess that at first I had reservations about this far-from-ideal situation; but it seems, on the basis of a two-year trial to have had little distracting effect on students in class. They have apparently become accustomed to this and adjusted accordingly.

Instruction for library usage and benefits is a two-fold program. Naturally, we have library orientation at the beginning of the school year by the librarian. This is supplemented by individual teachers and myself whenever specific assignments dictate library usage by the students. Such instruction, when the student actually needs it to find a remote reference, periodical, or illusive illustration, is far more meaningful and more readily retained. Library instruction must also be given to other teachers on the faculty. They should be kept informed of new library additions in their respective fields and be encouraged to make the fullest use of the library's facilities.

Reading guidance is a complex and challenging field for the librarian. It is in the field of reading guidance that the teacher-librarian is in a unique position to accomplish much. He is in the enviable situation of really knowing his students and their problems well. He associates with them daily in intimate classroom relationships. Consequently, he is in a better position to suggest and recommend reading material—if he knows his collection. Let me add that the teacher-librarian must, absolutely must, know his library's collection. Since it is usually considerably smaller than those of the larger schools; more mileage must be obtained from it, if the small secondary school is to remain competitive in dispensing quality education. School reorganizations tend to eliminate the small schools, but for many of us this will be a matter of years, rather than months. Therefore, we cannot rest on our laurels and await the arrival of the millennium; or we shall have deprived a generation of high school students of their right to a sound school library program.

In addition to mastery of the book and audio-visual collections, the librarian needs an up-to-date reading record of all students. We use a student operated card

file, with each student's name plus books read and date of completion for each. When books are checked out and in, the student makes his own entry. Reading proficiency scores of students are also on file in the library.

We try to incorporate the concept of service to students and teachers with publicity and public relations. The best advertisement for any activity is a satisfied customer. This is no less true of a library. Offer something of value to teachers and students and they will return for additional library use. Let both teachers and students know via the school paper, faculty meetings, or brief private conversations when



High school students work in the library with their teachers

new materials have been added to the collection. Save your new book jackets for come-on-in displays. Give other departments a chance to display their work in the library. It will save time and attract more viewers, and thus future readers to the library.

Since the librarian is also the Latin and English instructor, he collaborates with our Physics and Social Studies Departments in developing a work program wherein students may work on research paper projects that will benefit them in more than one subject area. Students enrolled in college preparatory English write research papers. Since many of the same students are also enrolled in physics, they are encouraged to write a paper on a problem in that area. Papers are graded on the basis of composition and grammar in English and are presented as additional credit reports in physics. During the ensuing preparation, collaboration between the English Department, Physics Department, and the library has proved to be a sound selling point for our library.

This same procedure is repeated in the Latin and world history classes. Advanced Latin students also prepare research papers on Roman problems. These papers are presented before the world history class as supplementary material. We feel that as a result of this library-sponsored approach our students come to realize that knowledge cannot be separated into rigid

subject-matter areas. There are many overlapping regions. The library is the materials center that ties these areas together. It entwines with real meaning such supposedly divergent disciplines as English and physics.

We here at Waveland are proud of our little library. Unlike Topsy, it did not just grow. There was a definite plan—a definite long range schedule to be followed. There still is. From 300 volumes and 10 periodicals in 1954, it has grown to 2000 plus volumes and 35 periodicals in 1960. From no card catalog, shelf-list, and vertical file, with only 40 feet of shelf space and poor lighting in 1954, it has grown to a complete catalog and shelf list, a well-filled and used vertical file, 110 film strips, tape recorder, tapes, record player, records, screens, globe, maps, new fluorescent lighting,

and over 200 feet of space in 1960. Circulation for the 1959-60 school year was 2700 plus books and over 3800 periodicals. Records are not available on vertical file and audio-visual materials, but both were kept busy.

Our school administration believes in a strong, vital library program. During the 1959-60 school year, the teacher-librarian served as chairman of our curriculum committee. In a statement of general principles preceding specific recommendations for the current school year, it was noted that our library program should be further strengthened and that its services be continually stressed and utilized by all faculty members. Without a strong, quality-minded materials center in the Waveland School, our goal of improved education would not be possible. This year the library continues to receive such support.

A Superintendent's Plan For A School Library Program

Edwin Estell

*Superintendent, Metropolitan
School District of Lawrence
Township, Marion County*

THE METROPOLITAN SCHOOL District of Lawrence Township, Marion County, serves a school population of over 5000 students. It is one of the fastest growing suburban communities, having increased in high school enrollment from around 300 to 2000 in a ten year period. It was, therefore, very important that a system wide plan for our school libraries be established.



Modern check-out equipment improves Library services.

Each year a new elementary school is being added and more has been added to our present high school building than was originally built in 1942. In the fall of 1962, a new senior high school will be opened and the present high school will be a seventh, eighth, and ninth grade junior high school.

Libraries or materials centers play an important role in our program of quality education. We now have six elementary schools with centralized libraries and full time librarians in each. The books for these libraries are individually selected by each school and centrally ordered and technically catalogued and processed at the high school. The head librarian of the high school is the coordinator for all the libraries.

The librarians in each school are freed of the technical cataloguing and processing which, of necessity, must be kept in the background in order to devote more time to putting into force a good library program. Our librarians meet monthly to work out problems of common interest, discuss book and materials selection, library instruction, reading guidance, book talks and story hours which will best enrich the curriculum. Each

librarian is a member of the school curriculum planning committee and works closely with the principal in her building.

The new Senior High building will have a separate technical processing department which will be adjacent to the new high school library, yet will be separate from it.

The library budget at the present time allows two dollars per child for the established libraries and \$3.75 or more for each new library. This is over and above the amount spent for periodicals, encyclopedias, audio-visual materials and equipment. Our goal is \$4.00 per child or more in accordance with the new A.L.A. Standards \$4.00 to \$6.00 per child. We have taken advantage of the N.D.E.A. Act for materials in Titles III and V when they would apply. Airborne television, which is of current interest, puts the library in an even more vital place if it is to continue to provide for individual differences and be a laboratory for independent study.

Yes, quality education does demand good school library programs. We feel that every child needs a school library. Our concept of a school library is that of an instructional center which hastily provides a diversity of materials, such as movies, filmstrips, tapes, records, pictures, maps, globes, community resources and other museum type objects, and equipment, as well as the traditional books, periodicals and pamphlets. This collection of many materials for learning, which is selected, organized and administered for service to the students and faculty, is best used when directed by a librarian, trained in the particular skills of service to children and young people.

The child's curiosity and his thirst for knowledge are not just a matter of getting at facts. The child is learning how to get along in the world in a variety of ways. The development of taste, of judgment, of humor, of understanding, of flexibility, of knowing "how" and "why" as well as "what" are all part of what the child needs to know. All of these can be fostered through wide reading, for fun as well as for knowledge, for recreation as well as for information. The child will discover for himself if his school provides him with the right kind of library. Libraries must provide for individual differences and serve as laboratories for independent study.

The good school library then depends on three basic ingredients: the librarian, who selects the "materials of learning" and makes them alive for the children, the collection itself, and the place where those materials are kept.

Good school library service rests upon what the

librarian does with the space and the collection. The four major areas of service are "free" reading, reading guidance, teaching library usage and supervised reference or research work. Technical processing of these materials must, therefore, be kept in the background. Centralized purchasing and processing in a school system relieves the librarian of these essential tasks and permits her time to build a good library program. The librarian is, first of all, a teacher with full knowledge of the curriculum and one who can anticipate the needs of the students as well as the teachers; she understands child growth and development; she is the kind of person who is awake to the interests of youth and can help them to relate their needs to books and other materials of learning. A good library program means *instruction, service and activity* throughout the school. All phases of the school program are enriched by means of library materials and services.

The teachers are grateful for this superior and invaluable teaching aid which school libraries and trained librarians provide.

In the Metropolitan School District of Lawrence Township we are trying to reflect our school philosophy through our library program. We are proud to be the only township in the State of Indiana to have a centralized library with a trained, full-time librarian in each school. We have had centralized purchasing and processing for the past three years.

The high school librarian took the initiative to do the centralized purchasing and processing at the high school in order to help the development of elementary libraries. This gave the township system a larger discount in purchases and aided the elementary schools in getting the books catalogued and ready for use.

Maintaining and controlling library facilities is a key part of an up-to-date educational program. In developing this control and providing for rapid growth in enrollment, as well as in number of schools, centralized cataloguing is a tremendous help. Very considerable economies in building the new library collections have resulted from the processing of duplicate titles within the township.

By eliminating much duplication of effort and establishing standard methods of processing books, we believe we are achieving real economies in presentation and are assured a strong working set of materials to each of the libraries. Each library still maintains its own individually. They are systematized yet not carbon copies.

Our township has no public library service; therefore, it is most important for us to provide our children with school libraries. Libraries without trained qualified

librarians are really just collections of books and materials. To realize benefits from this expenditure we felt that the first thing was to secure qualified librarians. Yes, we did have books in these elementary schools, but no organized program. The books were in individual classrooms. Books of the same title were selected by the teachers in three different rooms. Little interchanging was done. With a centralized library, these same students, for the same amount of money, have access to three times the number of titles. Teachers are permitted to take books to the room for short periods. However, each child is brought into the library once each week as a class to select his own books. He has access to all books for the six grades. His reading interests and needs are now better fulfilled. Time in the library not scheduled for class groups is called "open periods" for the use of the individual or small groups. The libraries are also open before and after school hours.

In two of our libraries we did have a librarian serving half time in each school of over 600. They were working out of a closet-type library and could not have an adequate library program. All they could do was to be dispensers of books. We realized that for quality education we must provide facilities for a library and a full-time librarian in each school.

Two other schools have only a population of 300 in each. By careful study it was found that an old, unused stage containing "attic type" storage could be renovated without too much cost. A solid acoustic wall was put up in place of the curtain to separate it from the classroom. Tile floor, fluorescent lights, painting and inexpensive drapes for the windows gave

atmosphere. Adjustable shelving was purchased. All the books were brought into these libraries and catalogued and processed. Parents in the communities helped the librarian in some of the technical processing and mending. New books were added. Now the libraries are completely catalogued and these students are learning to use the card catalogue as an aid in helping them to find the things they want. At an early age they are learning to use a catalogued library.

Student library assistants from the Junior-Senior High School take turns in helping the librarians in the elementary school libraries. This gives older students the opportunity for training in storytelling and other reading guidance.

One elementary library, the Indian Creek Elementary School Library, is a Demonstration Library established by Mrs. Georgia Cole, State Director of School Libraries.

To further serve our children, a collection of elementary books is brought into the high school library during the summer and that library is kept open for the general public of the township.

We have a long way to go in perfecting our library program, but the present accomplishments are gratifying and rewarding. Student and teacher response to these library services gives us further stimulus for continued growth and development. This library program has the full support of our Board of School Trustees as well as school personnel and all other citizens in the community. With growing libraries and licensed librarians in all of our schools, progress will continue at a rapid pace.

Annotated Bibliography On School Libraries

Elizabeth Weller

*Teaching Materials Center
Librarian,
Indiana State Teachers College*

American Association of School Librarians. **Standards for School Library Programs.** Chicago: American Library Association. 1960. 152 p.

Basic principles and requirements for truly functional school library programs.

Berner, Elsa. **Integrating Library Instruction with Classroom Teaching at Plainview Junior High School.** Chicago: American Library Association. 1958. 110 p.

Show through the use of a hypothetical junior high school how a faculty and a librarian intergrate library instruction. Detailed lessons for teaching of library skills are included.

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Douglas, Mary T. P. **Pupil Assistants in the School Library.** Chicago: American Library Association. 1957. 66 p.

A guide to planning and using pupil service. Sample forms of schedules, a manual and recruiting leaflets.

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Gaver, Mary V. **Every Child Needs a School Library.** Chicago: American Library Association, 1958. 16 p.

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A tool for surveying existing services and facilities of the high school library.

Rossoff Martin. **The Library in High School Teaching.** New York: H. W. Wilson Company. 1955. 124 p.

Suggestions for the high school teacher in using the new high school library.

Rufsvold Margaret. **Audio-Visual School Library Service.** Chicago: American Library Association. 1949. 126 p.

Covers types of audio-visual materials, processing and organization for use, circulation, housing, equipment and budget.

Shores Louis. **Instructional Materials.** New York: The Ronald Press Company. 1960. 408 p.

A straightforward account of the contents and operation of a materials center with clear directions for the use of instructional materials in the classroom.

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Guide for operation of a school library.

PREFACE

To Those Interested In Improving The Teaching And Learning of English

George E. Smock

*Chairman, Department of
English,
Indiana State Teachers College*

DAY AND PROFESSIONAL criticisms of the teaching and learning of English are rife. Strengths and weaknesses of teachers and of courses of study are being studied and debated. As a result of unrest and dissatisfaction, national, state, and local educational societies are in the process of revising English curricula for low capacity, average capacity, and high capacity children and youths, kindergarten through college and graduate school.

The demand for action was recognized by four educational associations: American Studies Association, College English Association, Modern Language Association, and National Council of Teachers of English. They created a conference of twenty-eight well-prepared representative teachers of English, who held discussions throughout 1958; and in 1959 published a statement of definitions and clarifications titled *The Basic Issues in the Teaching of English*.

In the meantime, *The College Entrance Examination Board* set up a "Commission on English" to prepare, in conjunction with high school and college teachers, sample curricula in language, literature and composition for college bound students.

These are but two instances of the actions being taken.

The English Department of Indiana State Teachers College is well aware of the need for reorganizing English curricula for all levels of teaching and learning in the elementary and secondary schools and in colleges. To cooperate with elementary and secondary schools of Indiana in their study of the English curriculums is our desire; so we have inaugurated an English Curriculum Service, under the direction of Dr. Mark A. Neville, Past President of the National Council of Teachers of English, who has had broad experience in

the teaching of English in the elementary and secondary school and in college, and in curriculum consultation, especially on the secondary school level.

At the present time Dr. Neville is organizing, in consultation with the other members of our School English Relations Committee—Mrs. Ruth Morgan, Mr. Marvin Carmony, Mr. James Mason, and Dr. Robert Saalbach—our English Curriculum Service.

The following essay "English As a Condition of School Life," by Dr. Neville, is a point of view. *It is meant to be provocative; not definitive!*

Later essays will deal with specific discussions of each of the six aspects of the English curriculum: (1) Speech, (2) Talk, (3) Listening, (4) Writing, (5) Study, (6) Literature.

We shall be pleased to discuss the English curriculum with elementary and secondary school principals and teachers in their schools and on our campus. Please address inquiries to Dr. Mark Neville, English Curriculum Service, Indiana State Teachers College, Terre Haute, Indiana.

English As A Condition Of School Life

Mark A. Neville

Director of English Curriculum Service, Professor of English Indiana State Teachers College

ENGLISH THE language common to students, teachers, and parents, has a unique function in the educative process. Language is looked upon as an achievement of mankind through which growth and behavior are integrated. As the instrument of thought and the means of communication, English is the medium of expression for all subjects. The teaching and learning of every subject is conditioned by the ability of teacher and student to express ideas. Therefore, it is highly desirable that the general education of all teachers be such as to insure intelligent instruction in the aspects of language necessary to a full appreciation of the area students are exploring under their direction. In every department of the school, inadequate teacher and student expression must be regarded as a failure of the whole school. Holding the English department responsible for the failure of students to express themselves effectively and appropriately is a popular point of view, but it has not helped to improve the speech and writing of students. Only when all teachers recognize their peculiar responsibilities for teaching English will the situation be improved.

In order to guide students purposefully in acquiring an ability to use English effectively and appropriately, it is necessary to recognize the function of English in general education as a twofold process. English is a social-practical process and a social-esthetic process. As a social-practical process it is an integral part of all school activities. As a social-esthetic process it is an art, and must be guided by one who has the ability to receive esthetic impressions and to stimulate others to

participate in the experiences. Since the literature experience is no mechanical matter, definite, specific guidance must be given in appreciation.

The psychological concepts that govern the teaching of English are the concept of interaction, the concept of integration, and the concept of individual differences.

The concept of interaction holds that the individual and the culture are constantly affecting each other and that only by such interaction is there growth and development. The experiences which the individual has as a result of interaction between himself and the environment are the only psychologically sound bases for further experience. Thus his educational opportunities are limited or enriched by the extent to which he has been in contact with the various patterns of culture. By studying all the educational possibilities in the environment and of the world-community and drawing upon these resources for content and subject-matter as they apply to student interests, needs, and capacities, curriculum-makers and teachers enrich educational opportunities.

The concept of integration holds that each student resolves his problems in terms of a goal to be attained. It emphasizes the fact that growth is unitary, involving insight and affecting the total organism. It denies that good learning is the result of imposed tasks. It contends that good learning is the result of purposeful behavior directed toward the solution of a problem in which the student has a real interest. It regards the teacher as a guide who assists the student to resolve his problems

by working with him in exploring all possibilities of pertinent materials. It recognizes the need for mastery of skills and techniques, but considers drill in elements segregated from the real situation as meaningless and unsound psychologically. It denies that "learning" takes place when items are removed from the context of actual experience and "learned" apart from the situation in order to "store up facts, skills, and techniques" for immediate use at some remote time.

The concept of individual differences is based upon the fact that each student is different from every other in terms of heredity, intelligence, emotions, interests, needs, abilities, and capacities. This being so, it is held that a curriculum which makes no provision for individual differences fails to provide for equality of opportunity for each student. It imposes the impossible task upon students of meeting identical "minimum standards." The result of this practice is that very bright students are not challenged and dull students flounder. The concept of individual differences holds that each student should be guided so as to bring out the best in him as an individual and as a member of a social group.

WHAT ENGLISH IS

English is thinking, speaking, listening, reading, and writing in the language common to the general American public. The purpose of English instruction in school and out of school is to increase the ability of students to use English effectively and appropriately in any situation calling for expression, interpretation, or evaluation of thought.

English is the most important and most practical of all life-activities in and out of school. As the medium of all instruction, communication, and general human relationships, it is the conditioning factor upon which individual and social growth depends. It is the sole means of access to an understanding of social, economic, and political problems; and, for most of us, the only expression medium through which we approach literature which preserves for us the general and specific experiences of mankind which constitute our cultural heritage.

For purposes of teaching and learning, five subdivisions of English are recognized. The divisions are (1) oral and written expression, (2) listening, (3) usage and grammar, (4) reading, and (5) literature understanding. These subdivisions have been so sharply distinguished in general English curriculums that they are looked upon as separate subject-matter organizations within the English course and have been set up with very little relationship among them. For purposes of

clarity in this discussion, they will be interpreted separately.

Oral and Written Expression

In order to increase his ability in oral and written expression the student should have systematic and orderly guidance in activities that afford a natural opportunity to participate in speaking and writing. In other words, students learn to improve their speech by speaking, and their writing by writing. Studying about the skills and techniques employed by successful speakers and writers is useless unless there is ample opportunity to put ideas into practice.

Systematic and orderly guidance in speech activities should be based upon the fact that students should have experience in communicating ideas to others in the many and varied ways in which ideas are communicated orally: conversation, informal discussion, formal discussion, and prepared speeches. Through these activities the student should be guided (1) in acquiring respect for good English as a tool, (2) in using adequate dictionaries and reference books intelligently, (3) in gaining a mastery of accepted idiomatic usage, and (4) in applying the essential grammatical and rhetorical principles.

In writing as well as in speaking, the successful communication of thought should be the first step in language study. It is of greatest importance to have something to say, to know how to limit a subject, to think clearly and logically, to develop ideas adequately in both paragraph and composition units—in short, to have a purpose in speaking and writing and to accomplish that purpose.

Systematic and orderly guidance in writing activities should be based upon the fact that students should have experience in communicating ideas to others in the media best suited for a purpose. Practical writing activities, such as personal and business letters, specific and general reports, acceptances and regrets, telegrams and notes, should be included in writing activities. Provision must also be made for the writing of personal and formal essays and for the less common but highly significant prose and forms. Although teachers must be constantly alert to the opportunity they have to foster the esthetic creation of students, they must never lose sight of the practical aim of teaching written expression. This aim is to teach students how to write a plain thing in a plain way.

Furthermore, systematic and orderly instruction in written expression should help the student to attain competence in expressing his ideas in organized units of thought that show originality and vitality in attitude.

and treatment, variety in expression, and sincerity and restraint. As all expression should meet the standards of competency and decency, expression should be evaluated in such terms as

1. *Competency.* Is the subject clearly understood by the writer? Is it suitable to the occasion? Is it sufficiently limited? Is there orderly and adequate development of thought? Is the medium for expression well chosen?
2. *Decency.* Is the manuscript neatly and legibly written? Is it paragraphed intelligently? Are the transitions clear and easily followed? Are the sentences complete? Is the composition free from technical errors? Is the punctuation adequate? Is the composition free from offenses in grammar and usage?

Listening

Listening as an art to be taught in schools has been sadly neglected. Generally, students who fail to meet subject requirements are those who cannot listen. "I heard what was said" is a frequent reply made by the inattentive student. That he heard is undoubtedly true; that he failed to comprehend is also true.

The art of listening is fundamental to good communication. The speaker and the listener are complementary. We cannot take for granted that a person can listen merely because he can hear. One responsibility of all teachers is to teach students how to listen. Listening, as a matter of fact, is a more difficult ability to acquire than is the ability to read. Teachers should outline carefully listening techniques and students should master the techniques and have sufficient practice to insure skill. Among the many listening activities, the following are pertinent to classes in English: Listening to (1) conversation, (2) student and teacher prepared talks, (3) the reading of verse and prose (4) lectures, (5) radio and television programs. Abilities to be secured are listening for (1) the main points of a discussion, (2) pertinent illustrations, (3) theme of prose and poetry, (4) coherence and unity in argument, (5) mood. Skill should be developed through the following activities: (1) note taking, (2) precis writing, (3) summarization.

Usage and Grammar

Systematic and orderly instruction in usage should be based upon the fact that the long-continued practice of language has built up a customary mode of procedure in English expression. This expression has become habitual in the usage of most educated persons because it fulfills certain conditions and sets the behavior of language. It should also be recognized that English, as a dynamic language, is constantly changing. The result is that habitual usage establishes forms which, once considered vulgar, are now acceptable. There are

definite standards of usage, however, which are recognized as appropriate, and they most certainly must be established in the speech of students.

Systematic and orderly instruction in grammar should be based upon the fact that English grammar is a science that treats of the problems that govern appropriate use of language in either oral or written expression. Although grammar is a very wide field, the modern tendency is to include only (1) etymology, the science of the word, and (2) syntax, the science of the sentence.

An understanding of grammar and the ability to apply the principles of expression are of great importance, but the science of grammar must not be the first consideration in guiding student language experiences. To be a functioning part of student expression, grammar should be presented as a part of total student-experience; it must be seen in relation to the total process of living. Grammar taught apart from the vital experiences of students has retarded growth and impeded progress.

The traditional method of teaching grammar fails to take into consideration the general language-experiences of the student. To be plunged directly into the stream of English grammar is a biting and cold experience for the average student. The eddies and currents are so numerous and tantalizing that students swim always in a perfect maelstrom of classes, forms, inflections, combinations, and principles. The truth of this statement has been recognized by many teachers of English, but, in the main, it has had little or no effect upon the general teaching of English grammar. As long ago as 1892, S. Ramsey said, "The office of grammar is not to go before and decree what men shall say, but to follow after and describe what they do say." In other words, the grammarian classifies and tabulates English usage in terms of grammatical rules and principles as a result of consensus. Students should do the same.

By following the "rule" or "principle" method of teaching grammar, teachers have begun at the end of language organization rather than at the beginning. That is, grammar has been interpreted as a list of definitions, whereas it should be considered as a description of functions. If teachers believe in "starting where students are," they must begin with student speaking and writing experiences. In other words, the expression actually within the command of students should be the foundation upon which we should base further desirable growth.

An analysis of student growth indicates that using language is a vital interest—we have only to note the influence of contemporary slang and the "comic section" upon their expression—and that a study of usage

is a vital activity. An understanding of usage should be the basis for the formulation and organization of the principles that govern usage. Thus grammar is presented functionally and logically.

As a matter of fact, the "logical organization" of grammar is from the point of view of the student. This organization is in terms of (1) a realization of the necessity for expressed thought, (2) a realization that matter for expression should be assembled, (3) a realization that selection should be made from the assembled matter, (4) a realization that the expression of thought should conform to the accepted usage of the day, and (5) a realization that present usage is guided by accepted principles of grammar. Such a procedure emphasizes the importance of thought as the first step in language development, and the importance of grammatical principles as a guide in expressing thought. The procedure rejects the theory that grammar study precedes expression of experience, but accepts the concept that an ability to apply grammatical principles makes for clarity of expressed thought.

It follows, then, that the elements of usage inherent in any speaking and writing activity should be the basis upon which are established the grammatical principles of language. A mastery of usage enables the student to understand the relationship between usage and grammar and to see them as integral parts of expressed experience.

Reading

Systematic and orderly instruction in reading should be based upon the fact that "the person who cannot make practical use of books as sources of information is an uneducated person." The student should be guided in acquiring the ability (1) to recognize the main points in a paragraph, (2) to recognize the significance of a group of paragraphs in supplying answers to questions, (3) to follow the pattern of development an author lays out, (4) to get information and to organize it for effective report, (5) to browse for items of interest, (6) to recognize several points, (7) to gain power of inference, (8) to gain power in reasoning, (9) to be able to come to a conclusion from a set of given conditions, (10) to trace main threads in a plot, (11) to discover the single, pivotal point among several reasons in a written discussion or argument, and (12) to differentiate from unimportant details.

The "abilities" suggested above indicate quite clearly that reading, like any other aspects of English study, is a functional part of all school activities, and not a "subject" that can be taught effectively in the limited time allotted for formal instruction in the English classroom. The student should be guided wherever

and whenever he reads. He should learn how to read a mathematics book for the purpose of understanding mathematics, a social-studies book for social-studies information, a science book for science information, and so on. He should be able to use dictionaries, encyclopedias, and other books of reference. To assist the student in gaining proficiency in reading should be a general objective of the school to which every activity should contribute. The foundation should be laid in the organized English class and built upon in all other classes. As Sampson so wisely says, "Teach the children how to use books; teach them, in fact, how to read; direct their reading, test their reading, and show them how to extend their reading, and you will do more for them than if you talked high wisdom sans intermission for five hours a day."

Skills and techniques of reading should be taught in relation to the reading experiences necessary to the full understanding of the reading material involved in the area of experience being studied. In other words, reading ability grows in direct proportion to the significance of the material being read. The value of any reading is, of course, determined by what the reader thinks about when he reads.

Through guidance in reading, the student should attain (1) the ability to get meaning from the printed page by skill in intensive reading for purposes of study and analysis and skill in rapid reading for securing general information and pleasure, (2) an understanding and appreciation of informative and creative literature of various degrees of difficulty, (3) a wider knowledge and a better understanding of the experiences of mankind, and (4) the ability to read literature orally in a clear, pleasing, and audible voice.

Literature Appreciation

A distinction must be made between "reading" and literature. Reading is in reality a study of the form of language as a means of understanding written expression. It tends to explain by analysis what is implied in a given sentence, paragraph, or treatise. It involves the techniques and skills that are used in reading anything written, but in no way implies that literature should be the subject-matter through which skills and techniques are taught.

Feeling and the ability to transmit feeling constitute the keynote to the successful "teaching" of literature. We may be successful in turning the reading of a play or a poem into a study of the form of language, but we must not think that by so doing we are guiding the student in the appreciation of literature. That there are difficulties in literature is true, but that "difficult literature" is the basic material to be read in order to

increase student appreciation for literature is not true. If the teaching of literature does not result in pleasure for the student and in a delightful experience in recreation, it is a failure.

The ability to "teach" literature comes from the teacher's knowledge of the student plus a broad background of literature experience. An ability to assist the student in seeing values in literature that fall within the range of his actual and vicarious experience is of primary importance.

The world has produced more literature in the broad sense than has ever been recorded. That which has been written is the result of the interactive process between man and his environment. The crux of the matter is that there would be no literature without experience. It follows that literature close to student experience is the general content from which literature materials are selected. This point of view is severely criticized by those who believe that only a program of intensive reading of recognized classics will give students the necessary background for a full appreciation of good literature. The extensive reading program, as suggested in the statement of our point of view, provides a greater opportunity for comprehensive reading of classics, and also stimulates an interest in the best contemporary literature.

The extensive reading program in no way excludes an intensive study of literature; it merely eliminates the unnecessary and unprofitable study of form for form's sake by stressing values inherent in the work. A study of the form in which literature is expressed is, of course, important, but only so in terms of actual student experience. The point is that the study of form must not be called the study of literature. For example, a feeling for and an understanding of figurative language is quite necessary to a full appreciation of poetry, but a classification by definition should never be considered as a test of poetry appreciation. Literature, as such, is in the troublesome world of feeling; it is not a science to be studied objectively and coldly in the classroom. The student must apply reading techniques and skills when reading literature in order to get a full enjoyment, but literature should be used sparingly as the content through which techniques and skills are taught.

The foregoing discussion of the four aspects of English implies that English should be taught as a social force. The English language is recognized in the United States as the foundation of cultural understanding and as the fundamental means of communication. An ability to use language effectively results from guided experience, for it is evident that expression is possible only when something is to be expressed.

The fact is that language is acquired as a social necessity based upon the need for communicating ideas. It is obvious, therefore, that ideas are responsible for language. What an individual experiences is the foundation of the creative force that produces ideas. Ideas are vital to the one who has them; their vitality for others is conditioned by one's ability to express them. The greater maturity and experience of the teacher frequently impedes the expression of student ideas because all too frequently teachers consider students ideas insignificant. In this situation lies the explanation of the frequent breach between teacher and student thinking. When teachers consider themselves guides who assist students in realizing and expressing ideas, then, and then only can language be taught successfully.

Language instruction must, then, be considered as guidance in the realization and expression of thought. What the student observes, thinks, feels, does, and says should be the basic material from which significant resources for language experiences are drawn. The student expresses his ideas in many ways, but three distinct speaking and writing activities are paramount: (1) the student speaks and writes about himself—his hopes, ideals, and aspirations; he tells and writes about personal experiences and his reactions to them. (2) He speaks and writes to somebody else—he asks questions, elicits opinions, participates in conversation, discussion, and debate. (3) He speaks and writes about other persons and things—retells vicarious experiences, lauds and praises those whom he admires, criticizes adversely those whom he dislikes, and describes that which interests him. Speech and writing, therefore, are always about something. The fact that should dominate the guidance of student growth in the ability to speak, read, write, and listen effectively is that English is about something. That "something" should be interpreted as all the experiences the student has under the guidance of the school.

AREAS OF TRAINING

In order that the student may understand and appreciate the five aspects of English, the school must provide adequate training activities through which he may gain the ability to use English adequately, effectively and correctly. He should have training in the following activities: (1) observation, (2) thinking, (3) speaking, (4) listening, (5) reading, (6) writing, (7) interpreting, (8) evaluating. Training in these activities is basic to (9), which is appreciation.

Training in Observation

Observation is the basis of experience. The first step in observation is awareness. That is, we are con-

scious of things about us. Now it may be that we merely see an object without paying active attention to it, or it may be that the awareness crystallizes itself in direct observation. Observation, then, is the act of seeing and fixing the mind on anything. This observation becomes the basis of experience. Now if it were true that all persons saw, felt, and did the same things in the same way, it would be a simple matter to construct a curriculum of English experiences to be appreciated by all students; but such is not the fact. It must be kept constantly in mind that what one student is merely aware of, another student observes keenly. This, then, suggests the meaning, in part at least, of individual differences. Therefore, it is obvious that attention to individual differences is fundamental to the growth of language behavior in students. The quality of observation is to a large extent evaluated in terms of the student's ability to express his reactions effectively. This statement is true regardless of when and where the observation takes place, and points specifically to the fact that all teachers must consider the expression of their students in guiding their growth. Furthermore, it is the function of the teacher to guide students in observation activities and to assist in correlating individual observations into group consciousness.

Training in observation includes expression. The unlimited area of observation includes all experiences and, therefore, indicates the integrative function of language. Language is an important integrating factor in experience for the following reasons:

1. Expression is unlimited in variety. Ideas come and go rapidly, and the possibility of change in pattern of thought is always present.
2. Language is essential to communication and brings the personality of the individual into unlimited contact with the social group.
3. The teacher, in guiding the expressional activities of the group, is definitely promoting the integration of the individual as a member of society. Consequently, the trend in the social actions of the individual and of the group is positively affected by language experiences in any area.

Training in Thinking

While one is observing, one is thinking. He is constantly selecting from the general pattern totalities which are of interest to him. Through a process of integration and differentiation, he reconstructs the experience in his own way. Failure to understand the significance of the observation means that the individual fails to see relationships, or, in other words, lacks insight. Insight is the basic quality underlying the expression of thought. It implies an understanding of the reasons for using language effectively and appro-

priately. Guidance in intelligent thinking includes activities in

1. Analyzing thought processes
2. The acquisition of problem-solving techniques
3. An understanding of reflective thinking
4. Acquiring a mastery of language skills and techniques
5. Realizing that the most common expression of thought is through the medium of the spoken and written word

Training in Speaking

Any activity requiring the use of speech creates a natural situation for guiding student speech behavior. It is quite apparent that the emphasis upon acceptable speech in the organized English class fails in most instances to carry over to other classes unless all teachers insist upon high standards of speech throughout the school. In far too many instances teachers are more concerned with discussion and recitation for the sake of facts, and pay little or no attention to the form which the expression takes. The least effective lessons in spoken English are those given in the activities called "oral composition"; the most effective occur through the casual guidance in every classroom. As Franklin P. Adams puts it in his "The Conning Tower":

"The best teacher we ever had was a passionate teacher of math, but he overstepped his confining lines. When a boy would demonstrate a theorem and use sloppy English, he'd stop the class until the boy said what he meant in the fewest words."

Unless every teacher oversteps the "confining lines" set up by the subject-matter curriculum and follows the example of Adams' passionate teacher of math, it is unlikely that students will feel the need for good speech upon all occasions. It is the business of every teacher and parent to give whatever guidance he has to give through the medium of decent speech. Regardless of the activity in which a student is participating under the guidance of a teacher, correct and lucid speech by all concerned is a paramount factor in securing a full measure of value from the activity. As Sampson puts it:

"Correct and lucid speech is not only an ornament and grace of life; it is one of the first and last necessities of corporate existence. There is no more 'practical' subject in the whole range of school work; there is no subject more generally neglected."

Training in Listening

Not only do students need to understand their own problems in observing, thinking, and speaking, but they must also understand the problems and dissertations of others. It follows, then, that listening is a very impor-

tant aspect of understanding experience. Conversation and discussion in social situations, and moving picture, T-V, and radio, with their attendant emotional and propaganda proclivities, demand intelligent listening and evaluation. It is not only desirable but also necessary that students be guided in the art of listening.

Listening involves much disciplined attention. When students realize that many worth-while experiences escape them because of poor listening, they will feel the need for many activities to help them become more proficient. Among the activities designed to improve listening ability the following are pertinent:

1. The use of sense dictation
2. Note taking
3. Summarization
4. Restatement

Training in Reading

What is said is not only spoken but also it is written. The printed page is one of the most important factors in individual and group experience. An ability to read effectively and intelligently is, therefore, of greatest importance. It is the responsibility of all teachers to guide the reading of students and to develop with them the techniques and skills demanded by the particular kind of reading under consideration. By confining the teaching of reading to the English class period, teachers have failed to provide a maximum of reading-learning situations. Unfortunately, we have tried to teach the practical use of books—all types of books—through a study and analysis of literature classics. The result is that students in general do not know how to read books as sources of information, and in particular very few have "caught" the spirit of great literature. The practical use of books is an inherent activity in all classes wherein books are used. Students in social studies classes must be taught to read books for social studies information; in science classes, books for science information; in mathematics classes, books for mathematics information. In short, the techniques and skills necessary for the reading of specific materials must be acquired through the material and at the time and place the material is used.

Among the activities designed to improve student reading ability are the following:

1. The use of a general dictionary
2. The use of an unabridged dictionary
3. The use of encyclopedias
4. The use of an atlas
5. The use of charts and maps
6. The use of the index of a book
7. The use of a library catalogue
8. Note taking and precis writing

9. Investigation involving some cross-reference and the consultation of several volumes
10. Practice in the application of techniques of reading
11. Evaluation programs

Training in Writing

A study of the forms which written expression takes has never produced an ability to write effectively. Unless there is ample opportunity for the student to practice the art of writing, the school is failing in its duty. The art of writing, like the arts of observing, thinking, speaking, listening, and reading, should be practiced wherever it is most natural to do so. Every class in which writing is a natural activity is, therefore, necessarily the place where the skills and techniques of writing are taught. Just as the purpose of speech guidance is to assist the student to say a plain thing in a plain way, the purpose of guidance in writing is to help him to write a plain thing in a plain way.

Guidance in writing involves the training areas previously discussed. The student should be assisted in acquiring skill in selecting pertinent materials from his experiences in the area being studied and explored. He should be assisted in gaining the ability to assemble and organize the material, and finally, he should be guided in expressing the idea. The mechanics of writing are more profitably taught through the medium of the statement-composition than through the inventive-composition. The statement-composition is the type of writing that is common to all classes. It includes essays about particular topics, written examinations, notes, outlines, and various short statements. The purpose of this type of writing is to help students to become capable artisans in words; that is, they must be guided by all teachers to become careful craftsmen in practical composition.

The inventive-composition, commonly called creative writing, is of great importance. It must be ardently stimulated and sympathetically guided, but it must not be so treated as if it were the only type of composition of value. Like all literature, the creative composition is in the troublesome world of feeling. It cannot be forced upon students; it must result from their initiative. True, the teacher can awaken in some students the desire to express their innermost thoughts and feelings, but we must remember that our responsibility is to guide them in expressing everyday practical situations. As a matter of fact, those students with creative ability will create anyway; those who are not so stimulated must not be sacrificed upon the altar of pseudo-creative work. In other words, we want students to understand that the two kinds of writing are important. We want them to know that the statement-composition will constantly de-

mand their attention and that it dominates all their school activities calling for writing; and we want them to know that creative writing will be sympathetically guided and severely criticized. Above all, we want them to know that creative writing takes time and patience; it is hard work worth doing.

Training in Interpreting

Interpretation is the basic element in intelligent thinking. Students must be guided in acquiring critical attitudes. Such guidance implies free discussion of pertinent problems, analysis of both sides of a question based upon a definite knowledge of critical opinion, and an ability to use language effectively. The technique of problem-solving is a necessary skill to be developed as the basis of training in interpretation. As problem-solving includes all the training areas so far discussed, it is evident that "English" abilities are absolutely necessary in interpretation.

Training in Evaluating

Training in this area implies student-teacher co-operation in setting up evaluation instruments that will help to throw light upon student growth.

POINT OF VIEW RESTATED

The foregoing analysis of the purpose of English implies that the importance and use of the mother-tongue in all school activities must be recognized if instruction in English is to produce the desired results. We now realize that the chief function of English is twofold: (1) it functions as a social-practical process, and (2) it functions as a social-esthetic process. It is the duty of every teacher to teach English as a practical tool subject. It is the duty of the English specialist to stress the twofold character of English through a systematic organization that will insure intelligent guidance for the student.

English taught apart from the actual and vital experiences of students has failed to contribute sufficiently to cultural growth. Because of this belief, we are opposed to the traditional viewpoint that has influenced the teaching of English.

The traditional viewpoint that has influenced the teaching of English is that language should be taught in terms of classifications organized logically, and mastered through drill and repetition. Written composition is valuable as an exercise through which student application of techniques and skills can be evaluated by the teacher, who, incidentally pays great attention to the mechanics of composition, but actually little attention to the content of the exposition. That a few

well-selected literature classics, organized in terms of literary themes, types, or periods, help the student to lay a firm foundation for an application of general literature of recognized excellence, and at the same time teach him the necessary techniques and skills for the many kinds of reading which he will encounter throughout life, we deny as false. This conception of the teaching of English, based as it is upon an authoritarian philosophy and an ancient psychology, emphasizes the acquisition of facts and skills, and results in the presentation of language and literature as a partial process of education. Illustrations are drawn from the experience of the teacher, and past life is the basis of contemporary language and literature study. Minimum essentials are considered more important than the experiences which actually determine the vitality of the study. The teacher is considered the center of the educative process, and is recognized as the director of a subject which is of value in and for itself and which need not be directly related to any other school activity.

The inferences drawn from the above concept of English learning is that English is definite subject-matter to be taught and learned. As a result, the material is more important than the student, and actual student experience is recognized as of value only in rare instances. It is thought that by presenting skills and facts a real learning situation is developed. That such is not the case appears to be substantiated by the present-day reactions to the traditional methods of teaching English.

Student experiences, ideas, and emotions are now recognized as fundamental to the acquisition of good language habits and to a true appreciation of literature. It is clearly seen that the ideas and emotions that result from student activity direct student attention to the facts and skills necessary to the full realization of experience. It is also clear that all teachers are responsible for the guidance of the language activities of students, and that the English specialist not only must help to lay the foundation in organized English classes, but also must be responsible for supervising the work in the entire school. Thus, with all teachers and students working cooperatively under the guidance of an English specialist, language is taught as an integral part of the total process of living, and not presented as a partial process that can be made to function in a limited time set apart for the direct teaching of English. The present concept of the teaching of English is that language is best learned in natural situations. As natural situations are not confined to the school, but are also in the home, students, parents, and teachers are all involved in the general English activities.

The use of language in natural situations and guidance in the light of use make learning meaningful and

effective. The natural-situation concept in no way denies the importance of organization. Organization is effected through purposeful activity; it has its basis in the psychological concept of integration. This type of organization grows out of insight through which students see the relationships of one mental activity to another and to the total activity as a whole experience. Organization, then, develops along with a feeling or understanding of the elements in the whole problem. Correct usage, grammatical principles, composition development, reading skills and techniques, and literature appreciation emanate from actual, vital meaningful, and interesting living experiences that call for expression and intelligent attention to transmission.

The general concept of learning is that the individual learns best on his own level of understanding. His experiences as a living person in and out of school should determine the activities that provide for an analysis of his needs and interests. Through understanding himself, the student acquires specific language growth and literature appreciation as necessary integrated parts of his improving behavior.

The general concept of learning as stated in the above paragraph resolves itself into the following principles of good learning in the light of the general psychological concepts of interaction, integration, and individual differences.

1. Individuals and groups learn best when they have insight into the area being explored.
2. Individuals and groups learn best when they are vitally interested in what they are doing.
3. Individuals and groups learn best when actively engaged in purposeful endeavors to resolve problems.
4. Individuals and groups learn best when given an

opportunity to share in the organization and management of their own experiences.

5. Individuals and groups learn best when guided by sympathetic teachers and parents who know and understand them.
6. Individuals learn best when the total outcomes of the learning situation are realistically considered and intelligently evaluated.
7. The principles of good learning apply equally well to all individuals concerned with the situation.
8. The basic principles of learning should operate in and through all curriculum areas, including administration, supervision, classroom teaching, and parent organizations.

The implications seen in the above principles of learning indicate freedom for the student to meet situations by planning, selecting, executing, and judging his growth activities. These growth activities, or experiences, are the result of the process of interaction ever functioning. As the environment includes teachers and parents, the student should be guided in realizing experience by the teachers and parents. Therefore, the important principles upon which English instruction should be based are:

1. The abiding interests of students as seen through an analysis of their common in-school and out-of-school activities.
2. A program of activities rich enough in suggestion to provide natural situations from a study of experience through which specific, systematic, and consequential English growth is derived.
3. A program of guidance in which teachers and students cooperate in studying interests and needs in language and literature. The results of the study should be used as a basis for stimulating the program under the guidance of the English department to which the school has delegated the responsibility of supervision.

Teaching Teachers Child Psychology

Israel Woronoff
*Associate Professor of
Education
Eastern Michigan University*

THE COURSE IN child psychology for teachers presents an interesting challenge to the instructor. A teacher may learn facts about child growth and development, attain an understanding of the theories of child behavior, become familiar with recent research findings, and develop an "objective" point of view about the study of children. These are all possible goals

of a typical course in this area and are certainly acceptable. Nevertheless, a student's achievement of these objectives may have little effect on his classroom interactions with youngsters. He may know intellectually the "right" way to respond to behavioral situations evolving out of the classroom milieu, but when the appropriate responses are needed, he may readily resort

to reacting in a manner more in keeping with his emotional pattern. Those who deal with youngsters and who have made solemn promises to themselves not to react toward children as they were treated when they were small are often slightly horrified when they discover the similarity of their responses to their parents' behavior when coping with child-induced frustrations. The textbook learnings apparently fall by the wayside. It is on the basis of such experiences that teachers may lose interest in the study of children from the psychological point of view.

At Eastern Michigan University a course has been developed for teachers in the field who have had at least one standard course in child psychology. The objectives of the course are to acquaint the teacher with the more recent information in child growth and development, to provide realistic approaches to dealing with the problems of children in the classroom, and most important of all, to improve the level of behavior of the teacher in his interactions with youngsters. The first objective is most readily attained through the study the current texts in the area of growth and development and through reviewing the contemporary studies in the psychological journals.

The latter two objectives are reached by a more circuitous route. The class is structured in an extremely informal fashion. An atmosphere of acceptance prevails. The class meets for an hour and forty minutes once a week and is actually closer to a workshop with a brief meeting time that it is to a formal graduate course. Each of the fifteen sessions is devoted to a discussion of a classroom problem encountered by a member of the class. One session, for example, was devoted to dealing with a youngster who refuses to leave when requested to leave the room for creating a disturbance. The teacher who brought up this problem had found himself scuffling with the youngster in order to force him to carry out his "request." The teachers began to arrive at a "solution" to this problem by making suggestions such as "ignore him" or "let him stand up for the rest of the period." As more members considered the problem, responses were offered such as "what led up to this drastic behavior on the part of the youngster" and "apparently this was a successful attention-getting device for the pupil." However, the level of questioning took still another turn. "How was the teacher feeling that day?" "Was it characteristic of him to eject students from his room who had evidenced a challenging discipline problem?" This type of questioning revealed to the teacher a portrait of himself he had not previously examined. He recognized that there were other ways of dealing with unruly behavior but he had specifically chosen this approach to satisfy his own needs. His wife had given birth to a blue-baby the previous week and he had feared severe brain damage as a possible after-effect, as this had been suggested as a

probable result by the attending physician. The feelings of frustration were welling up inside him as they had on previous occasions and he had sought an outlet through dealing with disciplinary problems. He admitted that he may really have been ready to scuffle with the youngster if he did not leave the room as ordered. Sessions such as this one led one of the teachers to remark that this was a highly effective "couch course." Of course, care must be taken by the instructor to discourage "deep" interpretations of teacher acts and to make certain that threatening evaluations are avoided and that an atmosphere of acceptance prevails at all times.

A student presented the following problem to the graduate class. Jamey was a third-grade youngster who had a schoolwide reputation for being unmanageable. He was described as extremely aggressive, with a pattern of jumping on the backs of other children and throwing them to the ground. Moreover, he exhibited little interest in the class activities, was slow in reading and was easily distracted. Of further importance is the fact that his vision was impaired as a result of an injury which left him blind in one eye. His mother worked as a charwoman, cleaning an office building from three until midnight. The father was in prison under sentence for a burglary conviction and was classified as an alcoholic at the time of his arrest. The youngster spent every opportunity at the local cinema, remaining there until his mother came for him when she finished her work. The teacher did not feel that Jamey's mother would cooperate with a social agency and felt at a complete loss as to how to help him.

The class participants discussed the problem and suggested that the teacher was in need of a more objective appraisal of Jamey. His reputation had probably set up a fear response in his present teacher and this might have colored her perceptions of the youngster. It was therefore suggested that she maintain an anecdotal record on Jamey. The teacher was to record only objective information about the child. She was urged to withhold judgement about his behavior and to record any incident either good or bad which seemed significant to her.

Two weeks after she began the anecdotal record she stated that there was a distinct change in Jamey. He had approached her and remarked that he thought the teacher liked him. She assured him that she did but asked him how he knew of her feeling. He said that she had been watching him and had seemed interested in him and that she did not punish him as previous teachers had. The class participants encouraged her to continue the record to see whether a pattern would evolve to give a clue that would explain his aggressive behavior. Several weeks later a pattern did appear. Jamey's aggressive behavior was directly re-

lated to the periods following reading units. The teacher accordingly took pains to work with the boy on his reading, giving him simple reading matter which held an interest for him. Other teachers had tried to help him but he had not been able to establish good rapport with them; with their present teacher a sound relationship was developing as a result of the anecdotal record. Also of significance was the change in her own perceptions of the child. Maintaining the anecdotal record helped her to realize that Jamey often exhibited signs of cooperation with the other children. This was something of which there had previously been apparently little awareness.

At the end of the year, Jamey had made satisfactory progress in his reading and in his social relationships. He even invited his teacher to come to his home so that he might show her his room and his very private treasures.

It should be emphasized that there was no parental cooperation in this matter. The teacher had merely worked on establishing a sound relationship with her pupil within the classroom environment. Jamey still has problems, of course. However, the teacher in this case helped alleviate some of the child's tensions and did not add to them.

Reviewing the situation with the graduate students led to the following conclusions: the maintenance of the anecdotal record had aided this classroom situation in several specific ways. First, it gave the classroom teacher an opportunity to try something concrete so that her own feelings of helplessness would not overwhelm her and cause further injury to an already strained situation. Secondly, it helped her to realize that Jamey had some good qualities along with the distressing ones. Thirdly, it aided the establishment of good rapport between teacher and pupils because the youngster sensed an uncritical interest in his welfare. Finally, the anecdotal record clearly indicated a pattern to the antisocial behavior and pointed the way to alleviating the situation.

Anecdotal records were started by others in the class as a result of the success of the technique in this case and were reported by those in the later elementary and junior high grades as being very useful.

A requirement of this course was the maintenance of a case study on a pupil considered the most difficult to deal with in the classroom setting. The students found the insights gained in the class had a profound effect on the study of the youngster with problems. It is significant that at the halfway mark of the course a number of the graduate students felt that they had chosen the wrong pupil on whom to maintain a case history because they found him less of a problem than others whom they were not able to study. A discussion of this phenomenon revealed the possibility that a careful and objective appraisal of a pupil may result in a change of attitude of the teacher toward the pupil.

It should be added that not all the suggestions offered by class members were successful. Those which were least successful were the superficial recommendations. For example, a teacher related a problem concerned with the acceptance of a youngster because of her religious beliefs. A pupil in her class was not permitted to salute the flag because she was forbidden by her religion (as dictated by her parents) to do so. The teacher feared possible ostracism of the child by the rest of the class. The graduate students thought of the idea of allowing the girl to hold the flag which the remainder of the class saluted. The suggestion was tried backfired. The mother complained indignantly that her child was not to hold the flag, that this too was against her religion. Moreover, some resentment was felt by others in her classroom who felt that the teacher was "playing favorites" by her special attention to this girl.

Evaluations of the course over the past two years revealed enthusiasm for the process and the goals of the course. A majority of the students on unsigned evaluations believed valuable changes in their responses toward their classroom charges were a direct result of the Problems in Child Psychology class. It was felt that requiring grades for the course was somewhat of a handicap, for it put more pressure on the graduate student than was beneficial in this type of class. Nevertheless, the course is classified by students and instructor alike as successful in attaining its objectives.

